

Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CEBU PROVINCE
Sudlon, Lahug, Cebu City



March 6, 2018

DIVISION MEMORANDUM

No. 184, s. 2018

BASA PILIPINAS KINDERGARTEN MANIPULATIVES

**To: Assistant Superintendents
Chiefs, CID and SGOD
Division Supervisors/Coordinators
District Supervisors/OICs
Elementary School Heads**

1. Attached is a communication from Ms. Melanie P. Sebial, *Basa Pilipinas* Team Leader-Cebu, informing this Office about the **Kindergarten Manipulatives** to be distributed to all Kindergarten classrooms within the months of March and April 2018. These manipulatives are packed in a plastic tote box, weighing about 18 kilograms.
2. Please see attached **Briefer on Kindergarten Manipulatives**.
3. *Basa Pilipinas* will coordinate with the District Supervisors and school heads on the distribution date and time.
4. The said instructional materials shall be delivered directly to the district offices. District Supervisors and school heads concerned are requested to ensure that the materials are immediately transported to the schools upon delivery.
5. Immediate and wide dissemination of this Memorandum is directed.


RHEA MAR A. ANGTUD, Ed.D., CESO VI
Schools Division Superintendent

Telephone Numbers:

Schools Division Superintendent:	(032) 255-6405
Asst. Schools Division Superintendent:	(032) 414-7457
Accounting Section:	(032) 254-2632
Disbursing Section:	(032) 255-4401
Admin/Legal:	(032) 253-7847

Website : www.depedcebuprovince.com
E-mail Add : depedcebuprovince@yahoo.com



USAID
FROM THE AMERICAN PEOPLE

DepEd-USAID's Basa Pilipinas Activity

23 February 2018

Dr. Rhea Mar A. Angtud
Schools Division Superintendent
DepEd Cebu Province Division
Sudlon, Lahug, Cebu City

Attention: **Dr. Mary Ann Flores**, Curriculum Implementation Division Chief/ Basa Coordinator

Dear **Superintendent Angtud**,

Warm greetings from Basa Pilipinas!

As you might have known, Basa Pilipinas is providing Kindergarten manipulatives to your Kindergarten classrooms. With much excitement, we are glad to update you that we are now ready to distribute these in March. Each Kindergarten classroom will be provided with a set of manipulatives packed in a plastic tote box, measuring 25.5 x 20.5 x 14.5 inches, weighing about 18 kg. Please see attached briefer on the Kindergarten manipulatives for your reference.

Due to its size and weight, we would like to request for your support in ensuring that the materials are immediately transported to the schools from the district offices upon delivery. The distribution will be in three batches with the following districts included in the first batch:

	District	Distribution Date
1	Cordova	March 2, 2018
2	Minglanilla 1	
3	Minglanilla 2	
4	San Fernando	
5	Consolacion	
6	Liloan	
7	Compostela	
8	Balamban 1	
9	Balamban 2	
10	Asturias	

Distribution to the rest of the 45 districts will be within March and April. We will be closely coordinating with the district supervisors and school heads on the distribution date and time.

Please feel free to reach me at 0933 456 1435 should you have concerns or questions. Thank you so much for your full support, as always.

Sincerely,

Melanie P. Sebial
USAID Contractor
Team Leader-Cebu
Basa Pilipinas



BASA PILIPINAS
A BRIEFER ON KINDERGARTEN MANIPULATIVES

Children learn through **PLAY**. Play allows them to understand and make sense of their environment. One kind of play that benefits children is **manipulative play**. Manipulative play gives children opportunities to use their sense of sight and touch to acquire information. This kind of play makes abstract concepts in literacy and math more concrete and understandable. Manipulative play also enables children to exercise control with their fingers and hands and develop eye-hand coordination, improving their overall fine motor skills.

Even if manipulative play is largely an independent activity, make sure to facilitate interactions between peers and between yourself and the children. Encouraging children to talk about their work will give you a glimpse of their thinking processes and their knowledge level.

Some tips for facilitating manipulative play:

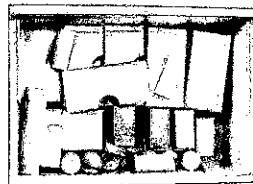
- Make manipulative play a daily and regular activity in the classroom. This is best done during Arrival Time, when children get to choose their activity and during Work Period as one of the Independent Activities for the week.
- Select manipulatives for regular use. Too many manipulatives might overwhelm the children and cause inappropriate behavior. Add more manipulatives as the weeks progress and as children learn to internalize rules and routines.
- Make manipulatives accessible and within children's reach by storing and displaying them in low shelves or trays on the floor or tables. This makes handling and packing away manageable for the children. It will also promote independence and develop self-help skills.
- Manipulative play can be done individually or collaboratively (in pairs or by a small group of children). This provides opportunities for a variety of learning and social contexts that will hone socio-emotional skills.
- Keeping manipulatives clean and orderly is a shared responsibility between the teacher and the learners. Be clear about rules on how to properly handle and pack them away. Give ample time for playing and packing away.

MANIPULATIVE TOY AND ITS BENEFITS

TARGET LEARNING DOMAINS

1. Table Blocks

Block play helps children develop motor skills and learn about basic concepts of architecture and engineering. Block play also helps children learn to work with others and gives them opportunities to represent objects in their environment, to create and to imagine. Teachers can facilitate learning through block play by asking and making descriptive comments about children's structures and specific features such as length, color, height, etc. (e.g. "That's a tall structure. I can see that you put the triangle on top and a square at the bottom. Where did you see that?") and allowing the children themselves to elaborate on their creation. For documentation, teachers can also draw their learners' creation or take a photo of it; write down what the children say about it word for word or let the children label it with their own spelling. Creative expression and thinking takes time so teachers must make sure that ample time is given for block play.



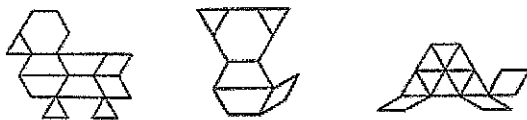
- M** Measurement, Logic, Geometry
- KP** *Kasanayang "Fine Motor"*
- SE** *Pag-unawa sa Emosyon ng Iba, Pagpapahalaga sa Pagkakaiba, Pakikisalamuha sa Iba*
- KA** *Pakikipagkapwa*
- SIN** *Malikhain Pagpapahayag*
- LL** *Oral Language, Vocabulary Development, Composing*
- PNE** *Physical Science*

TARGET LEARNING DOMAINS LEGEND:

SE Pagpapaunlad ng Sosyo-Emosyunal at Kokayahang Makipamuhay	KA Kagandahang Asal	KP Kalusugang Pisikal at Pagpapaunlad sa Kokayahang Motor	SIN Sining	M Mathematics	PNE Understanding of the Physical and Natural Environment	LL Language, Literacy and Communication
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2. Pattern Blocks

Pattern blocks teach children about shapes and geometry, as well as develop their visual discrimination skills. Pattern block play also develops fine motor skills and creative expression when children make beautiful designs and patterns by experimenting with different ways of putting the blocks together. Teachers can also make designs on paper such as the following (drawings should match exact size of actual block):

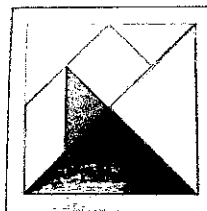


Let children figure out which blocks to use to copy the design. Children can either put the actual block on top of the design or construct it separately beside the paper. Teachers can also use pattern blocks to teach simple patterns (ABABAB, AABBAABBAABB, etc.) and later allow children to make their own pattern.

- M Algebra, Logic, Geometry, Measurement
- KP Kasanayang 'Fine Motor'
- SIN Malikhain Pagpapahayag, Pagpapahalaga sa Kagandahan
- LL Oral Language, Vocabulary Development, Composing, Visual Perception and Discrimination
- SE Pag-unawa sa Emosyon ng Iba, Pagpapahalaga sa Pagkakaiba, Pakikisalamuha sa Iba
- KA Pakikipagkapwa
- PNE Physical Science

3. Tangram

A tangram is an ancient Chinese puzzle comprising of seven pieces (or *tans*) of three geometric shapes – two large, one medium and two small triangles, one square and one parallelogram. Tangrams can be used as a puzzle, where the seven pieces are arranged to make an unlimited variety of objects, such as people, animals, letters, etc.

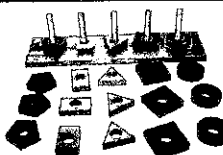


Working with tangrams is similar to working with pattern blocks but only with a specific number of pieces. The rules of play are that you must use all seven tans, they must lay flat, they must touch and none may overlap. At the easiest level, a child can simply place the pieces onto a teacher-made pattern (similar to ones made for pattern blocks); at the most difficult, only a silhouette of the object is shown and the child has to recreate it using the tangram pieces. They can also be used in a more creative way to make original designs. Tangrams can be used to develop problem-solving and logical thinking skills, perceptual reasoning (nonverbal thinking skills), visual-spatial awareness, creativity and many mathematical concepts such as symmetry, area, perimeter and geometry.

- M Algebra, Measurement, Logic, Geometry, Spatial Awareness
- KP Kasanayang 'Fine Motor'
- SE Pag-unawa sa Emosyon ng Iba, Pagpapahalaga sa Pagkakaiba, Pakikisalamuha sa Iba, Nakasusunod sa Tuntunin
- LL Oral Language, Vocabulary Development, Visual Perception and Discrimination

4. Shape Sorter

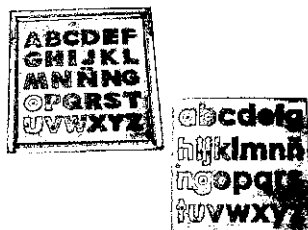
Playing with a shape sorter promotes logical thinking skills (sorting which reinforces vocabulary and concepts of shape and color), finger dexterity and eye-hand coordination. It is recommended that children be allowed to explore the material and develop their own sorting rule at the beginning. Afterwards, the teacher can ask the child why sorting was done a certain way. This provides the teacher an opportunity to scaffold the child's learning.



- M Logic, Geometry
- KP Kasanayang 'Fine Motor'
- KA Pagpapahalaga sa Sarili, 'Self-Esteem'
- LL Oral Language, Vocabulary Development, Visual Perception and Discrimination

5. Alphabet Puzzle

This puzzle consists of a large square board that holds each letter of the alphabet – one set each for uppercase and lowercase letters. Teachers can use this to reinforce the teaching of the letters as it encourages children to learn the alphabet while playing. Aside from mastering letters, it also builds fine motor skills and learning shape orientation.



- M Logic, Geometry
- KP Kasanayang 'Fine Motor'
- LL Alphabet Knowledge, Visual Perception and Discrimination

TARGET LEARNING DOMAINS LEGEND:

SE Pagbapaunlad ng Sosyo-Emosyunal at Kakayahang Makipamuhay
 KA Kagandahang Asal
 KP Kalusugang Pisikal at Pagbapaunlad sa Kakayahang Motor
 SIN Sining
 M Mathematics
 PNE Understanding of the Physical and Natural Environment
 LL Language, Literacy and Communication

MANIPULATIVE TOY AND ITS BENEFITS

TARGET LEARNING DOMAINS

6. Lacing Beads

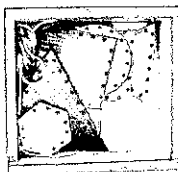
A set of lacing beads includes jumbo-sized wooden beads in different colors and shapes and a set of strings. Allowing children to string the beads freely gives them opportunities to apply their knowledge of counting and of creating patterns and different sequences. It also develops dexterity of finger muscles and eye-hand coordination.



- M** Measurement, Logic, Geometry, Number and Number Sense, Algebra
- KP** Kasanayang 'Fine Motor'
- SIN** Malikhain Pagpapahayag
- LL** Oral Language, Vocabulary Development, Composing

7. Shape Lacing Cards

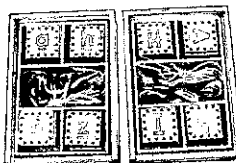
Shape lacing cards provide children with a different way of learning shapes, thus, promoting mastery. It builds shape orientation, fine motor skills, eye-hand coordination, visual perception and discrimination, persistence and focus/increased attention span.



- M** Logic, Geometry
- KP** Kasanayang 'Fine Motor'
- LL** Oral Language, Vocabulary Development

8. Alphabet Lacing Cards

Alphabet lacing cards provide children with a different way of learning the alphabet, thus, promoting mastery. It builds shape orientation, fine motor skills, eye-hand coordination, persistence and focus/increased attention span.



- LL** Oral Language, Vocabulary Development, Composing
- KP** Kasanayang 'Fine Motor'

9. Sequencing Cards

Sequencing is the process of putting events, ideas and objects in a logical order. It is an important skill to learn since people sequence all day long – our time is divided into what we need to do first, second and last; we understand events in our lives better by understanding the order in which they occur. For some children, however, sequencing can be a hard concept to grasp, especially when they are trying to tell a story. Thus, giving them opportunities to sequence with visual cues helps them build this important skill. Sequencing teaches order, vocabulary, story sense (beginning, middle, end), decision-making and logical thinking.



- LL** Story Sense, Oral Language, Vocabulary and Concept Development, Comprehension
- M** Logic
- PNE** Understanding of the Physical and Natural Environment

According to Strickland, "Teaching sequencing to early learners is important because logical order of thinking is fundamental to reading and everyday life." The set of sequencing cards provided reflect everyday situations that children are familiar with. Children can play with them and sequence them based on what they know of the situation. This gives the teacher an opportunity to assess children's conceptual knowledge. Let the child tell the story that he or she formed. Listen to the child's reasoning. Even if it does not match the prescribed sequence, it may still be logical given his or her interpretation of the pictures or unique experiences. Sequencing card sets with situations that might not be familiar to children yet may be introduced after the concept has been taught or discussed in class. Teachers may start with 2-event sequences first (first and last) before progressing to 3- then to 4-event sequences.

TARGET LEARNING DOMAINS LEGEND:

- SE** Pagpapaunlad ng Sosyo-Emosyunal at Kakayahang Makipamuhay
- KA** Kagandahang Asal
- KP** Kalusugang Pisikal at Pagpapaunlad sa Kakayahang Motor
- SIN** Sining
- M** Mathematics
- PNE** Understanding of the Physical and Natural Environment
- LL** Language, Literacy and Communication

MANIPULATIVE TOY AND ITS BENEFITS

TARGET LEARNING DOMAINS

10. Picture Puzzles

Puzzles provide a wide range of skills development in young children – cognitive, physical and socio-emotional. This is why it is important that young children experience working on puzzles on a regular basis. A puzzle has a specific goal or end, thus, encourages a child to persist and be patient, focus and develop self-esteem when he or she succeeds in putting it together. It also promotes fine motor development, eye-hand coordination and visual perception and discrimination through shape recognition. Working on puzzles also develops memory, problem-solving skills and part-whole recognition. In working with puzzles, children should know what the complete picture looks like first before being given pieces of it to put together.

They can begin with simple puzzles first or those with few pieces and progress to ones with more pieces as their skills develop. Teachers should facilitate this process by giving regular opportunities for playing with puzzles, through careful observation and appropriate questioning/scaffolding (e.g. "Look at this piece. What do you think is this a part of? Can you look for the other part that will complete this? Look at the color."). The pictures in the puzzles are culled from the Basa storybooks.



- M** Logic, Part-Whole Relationship
- KP** Kasanayang 'Fine Motor'
- SE** Pagpapaulad ng Sosyo-Emosyunal at Kakayahang Makipamuhay
- LL** Oral Language, Vocabulary Development, Visual Perception and Discrimination
- PNE** Physical Science

TARGET LEARNING DOMAINS LEGEND:

- SE** Pagpapaulad ng Sosyo-Emosyunal at Kakayahang Makipamuhay
- KA** Kagandahang Asal
- KP** Kalusugang Pisikal at Pagpapaulad sa Kakayahang Motor
- SIN** Sining
- M** Mathematics
- PNE** Understanding of the Physical and Natural Environment
- LL** Language, Literacy and Communication

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About USAID Basa Pilipinas:

Since 2013, USAID, through its Basa Pilipinas project, has worked with the Department of Education to implement the language and literacy component of the K-3 curriculum. Through this partnership, USAID has strengthened the reading skills of over 1.8 million students from Kindergarten to Grade 3, trained more than 19,000 teachers and school heads, and provided more than 9 million copies of teacher's guides, storybooks and other education aids to 3,000 public elementary schools in the Philippines.

✉ For more information, please email us at info.basa@edc.org

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